

Building Restorative Schools

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Theories and Practices Behind the Movement

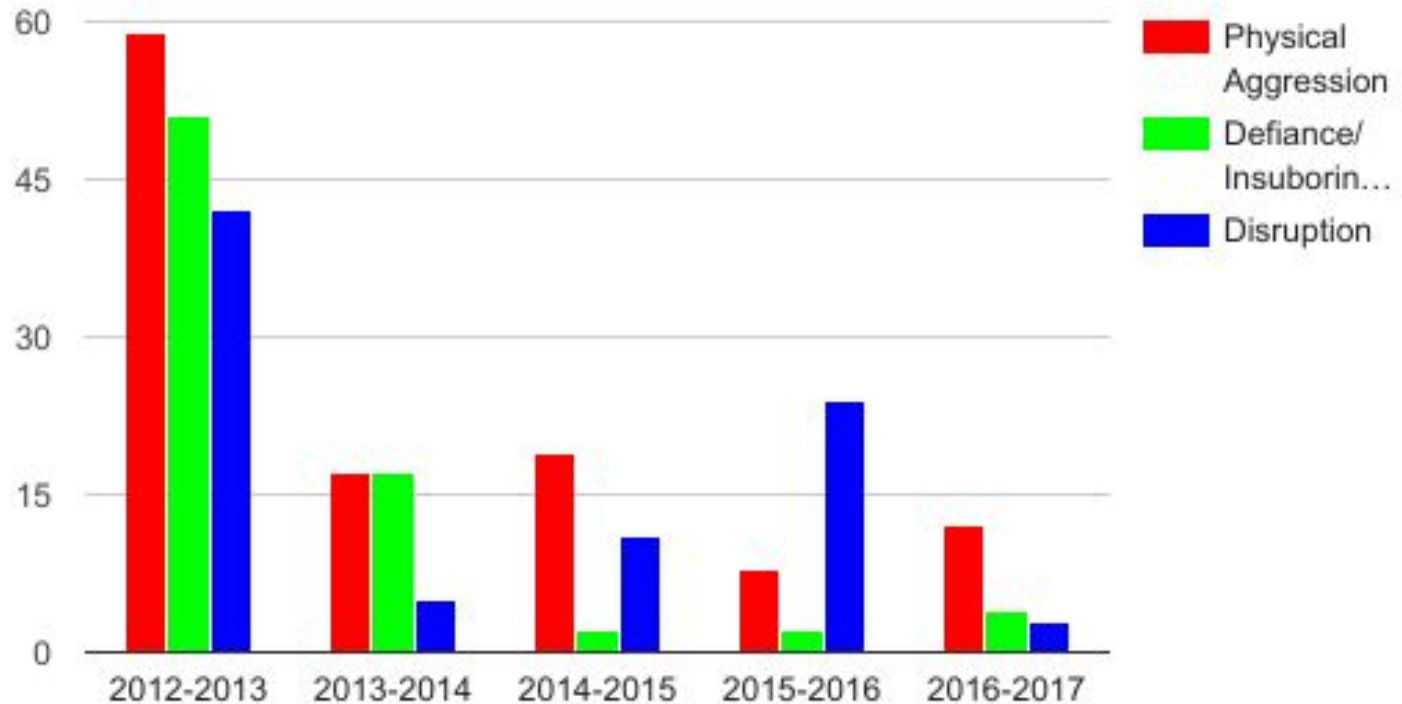
Disclaimer

I am certified by the International Institute of Restorative Practices (IIRP) to train Days 1 and 2 of Basic Restorative Practices, which includes *Introduction to Restorative Practices* and *Using Circles Effectively*. This workshop pulls information from that training, but is not available for course credit from IIRP.

For more information regarding their professional learning and graduate courses, visit their website at www.iirp.edu

If you are interested in participating in an IIRP training, let me know!

Most common behaviors for ODRs in Middle School @ McDougle



Restorative Practices Reduces Recidivism

School	Students with 2 or more major referrals	Students with 3 or more major referrals
McDougle	8	<5
Average for 3 other CHCCS Middle Schools	25	15

2016 Teacher Working Conditions Survey

Q5.1	Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.			
		MMS	CHCCS Total	NC Middle Schools
	a. Students at this school understand expectations for their conduct.	91%	86%	82%
	b. Students at this school follow rules of conduct.	84%	80%	64%
	c. Policies and procedures about student conduct are clearly understood by the faculty.	86%	72%	80%
	d. School administrators consistently enforce rules for student conduct.	77%	64%	68%
	e. School administrators support teachers' efforts to maintain discipline in the classroom.	85%	66%	79%
	f. Teachers consistently enforce rules for student conduct.	72%	72%	77%
	g. The faculty work in a school environment that is safe.	100%	93%	91%
Q10.6	Overall, my school is a good place to work and learn.			
		94.%	85%	85%

Reflection

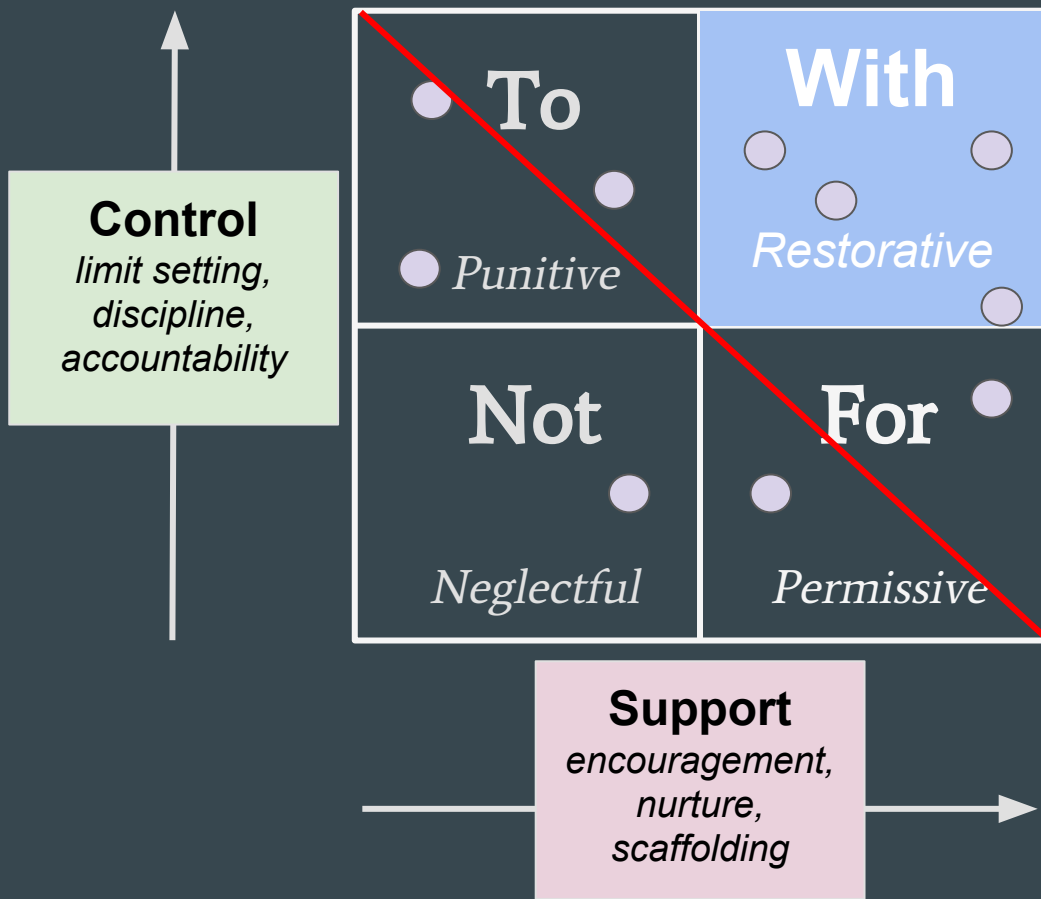
- ❑ What is working well to support your school community and foster relationships?
- ❑ Where does your school struggle in building community and relationships?
- ❑ As we work through this information, think about how these theories and practices may be solutions to the problem.

What are Restorative Practices?

“The fundamental hypothesis of restorative practices is that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them.”

“The aim of Restorative Practices in school communities is to develop community and to manage conflict and tensions by repairing harm and restoring relationship.”

Social Discipline Window



We will never have all of our interactions in the *WITH* frame. Our goal is to move more of interactions towards and into the *WITH* frame.



Practitioner Styles Activity

At your table, identify behaviors you would likely observe if a practitioner's style was predominantly:

- ☐ Punitive - TO (1)
- ☐ Permissive - FOR (2)
- ☐ Neglectful - NOT (3)
- ☐ Restorative - WITH (4)

What learning outcomes would each style deliver?

When you're finished, post your sheet to on the wall.



Punitive Practitioner Style

Low Support/High Control:

- ❑ Punitive and often uses loud, angry voice
- ❑ Notices inappropriate behavior more than appropriate
- ❑ Frequently gets immediate compliance
- ❑ Has high standards

Likely Outcome:

- ❑ Ordered classroom/setting
- ❑ Anxious, resentful students
- ❑ Short-term compliance but rarely lasting behavioral change
- ❑ High teacher stress
- ❑ Negative classroom atmosphere

Permissive Practitioner Style

High Support/Low Control:

- ❑ Warm and supportive
- ❑ Doesn't set limits
- ❑ Focus on effort and de-emphasize quality
- ❑ Inappropriate behavior handled through ignoring or handled with weak reprimands or pleading

Likely Outcomes:

- ❑ Students feel liked and supported
- ❑ Chaotic, out-of-control classroom
- ❑ Students do not feel secure in the teacher's capacity to "manage"
- ❑ Poor work quality
- ❑ Students feel anxious and uncertain
- ❑ High teacher stress

Neglectful Practitioner Style

Low Control/Low Support:

- ❑ Teacher remains at desk and students do not feel cared for
- ❑ Teacher does not appear concerned about quality of students' work
- ❑ May result from teacher stress, burnout, depression, or physical illness
- ❑ May be lack of skill in how to be warm and demanding

Likely Outcomes:

- ❑ May miss warning signs of academic or behavior difficulties in students
- ❑ Students may withdraw and feel worthless
- ❑ Increased acting out in order to get teacher's attention or because no sense of order or control in classroom
- ❑ Limited meaningful learning taking place
- ❑ High teacher stress

Restorative Practitioner Style

High Support/High Control

- ❑ Positive, kind, and supportive relationships
- ❑ Effective discipline plan and orderly classroom
- ❑ Sense of hope and optimism
- ❑ Students feel sense of safety and competence
- ❑ High level of work quality
- ❑ High job satisfaction

Likely Outcomes:

- ❑ Positive atmosphere
- ❑ High quality work output
- ❑ Positive relationships

Tap In! Activity

Pull out the green & pink cards from your folder and lay them out like the Social Discipline Window.

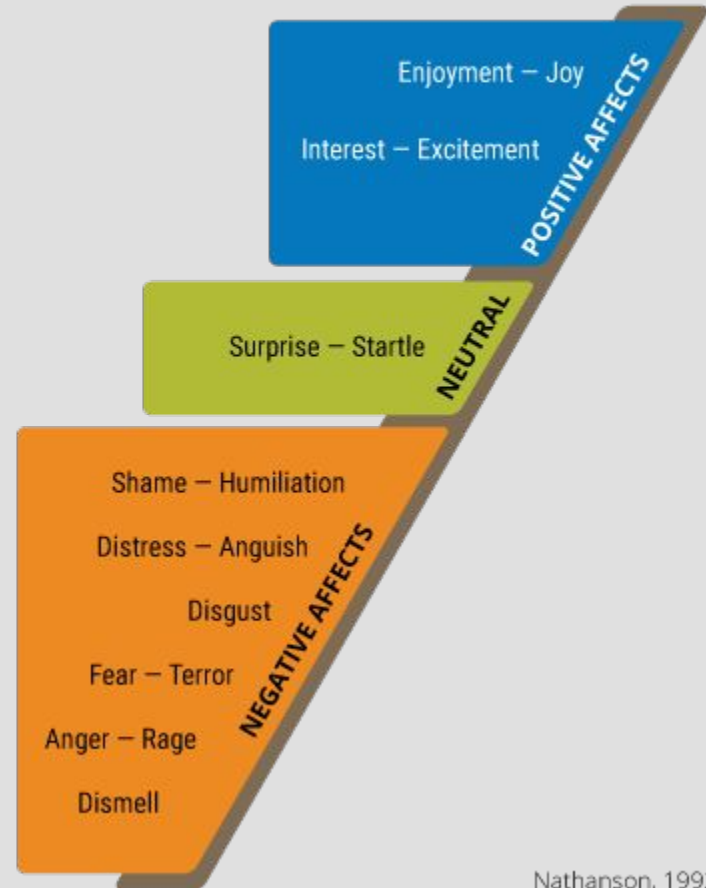
- ❑ I am going to put situations on the screen. When you see the situation, one person from each group will “tap” into each quadrant of your window.
- ❑ Each person who “tapped in” should be prepared to give an example of a response to that situation from that quadrant in the window.

Tap In!: Ground Rules

- ❑ Be mindful of others in your group.
- ❑ Everybody has to go at least once.
 - ❑ If you go more than once, you must tap into a different quadrant each time.
- ❑ Responses should be delivered with the appropriate tone, volume, and affect for that quadrant.
- ❑ Have **FUN** with it!

Psychology of Affect

The Nine Affects



What is Shame?

According to IIRP:

- ❑ Shame is “the interruption or impediment to one of the positive affects.”

According to others:

- ❑ “Shame is the most powerful, master emotion. It’s the fear that we’re not good enough.” - Brene Brown
- ❑ “A painful emotion caused by consciousness of guilt, shortcoming, or impropriety.” - Merriam-Webster

The Compass of Shame

Attack Other:

- "turning the tables"
- blaming the victim
- lashing out verbally or physically

Withdrawal:

- isolating oneself
- running and hiding



Avoidance:

- denial
- abusing drugs and alcohol
- distraction through thrill-seeking

Spin the Compass Activity

1. Get up and find a partner.
 - a. Identify roles, Person 1 and Person 2
2. I will spin the Compass of Shame
3. Person 1 will share a story about a time they witnessed a student respond to shame in whatever way the compass indicates
4. Person 2 will ask them: “*How did you handle the situation?*” “*Would you do anything differently now?*”
5. Then we will switch and spin again

Compass of Shame

Braithwaite's Hypothesis

Separate the 'deed
from the doer'

Stigmatizing vs. Reintegrative Shame

Stigmatizing Shame:

“Pushes the offender out of the community and labels them. The offender is now a bad person who committed a crime or harm. This label may follow them their whole lives. Since the offender is pushed out of the community, it encourages their participation in a criminal subculture.”

Reintegrative Shame:

“Expresses disapproval but does not push the offender out of the community. This type of shame rejects the act but not the person and allows for the person to be reintegrated back into the community.”

Restorative Practices Continuum

80%
20

Informal

Formal



Affective
Statements

Affective
Questions

Small
Impromptu
Conversations

Circle

Formal
Conferences



Make it Affective Activity

1. Read the article “Making ‘Affective Statements’ More Effective in Restorative Practices (10 minutes to read)
2. Stand up, take your article, find some new friends to make a group of 5.
3. You will take turns changing the following statements to be more affective using the structure from the article.



4:46

Change into an Affective Statement

1. Good Job!
2. The sub said you guys behaved well yesterday.
3. You're such a good reader
4. Thank you for getting coming in a sitting down quietly
5. You did a nice job on your homework

Change into an Affective Statement

1. Stop talking
2. Be respectful
3. Sit down and do your work
4. Pick your head up
5. Think before you speak

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Restorative Questions

To respond to challenging behavior

- ❑ What happened?
- ❑ What were you thinking at the time?
- ❑ What have you thought about since?
- ❑ Who has been affected by what you have done? In what way?
- ❑ What do you think you need to do to make things right?

To help those harmed by others' actions

- ❑ What did you think when you realized what had happened?
- ❑ What impact has this incident had on you and others?
- ❑ What has been the hardest thing for you?
- ❑ What do you think needs to happen to make things right?

Restorative Questions Activity - Part 1

Person 1: Think about a time in your life when you harmed someone intentionally or unintentionally. Share the story with your partner (to your comfort level).

Person 2: Ask the following questions

- ☐ What happened?
- ☐ What were you thinking at the time?
- ☐ What have you thought about since?
- ☐ Who has been affected by what you have done? In what way?
- ☐ What do you think you need to do to make things right?

Restorative Questions Activity

Person 2: Think about a time in your life when you were harmed by someone intentionally or unintentionally. Share the story with your partner (to your comfort level).

Person 1: Ask the following questions

- ☐ What did you think when you realized what had happened?
- ☐ What impact has this incident had on you and others?
- ☐ What has been the hardest thing for you?
- ☐ What do you think needs to happen to make things right?

What were you struck by during
this activity?



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Small Impromptu Conversations Example



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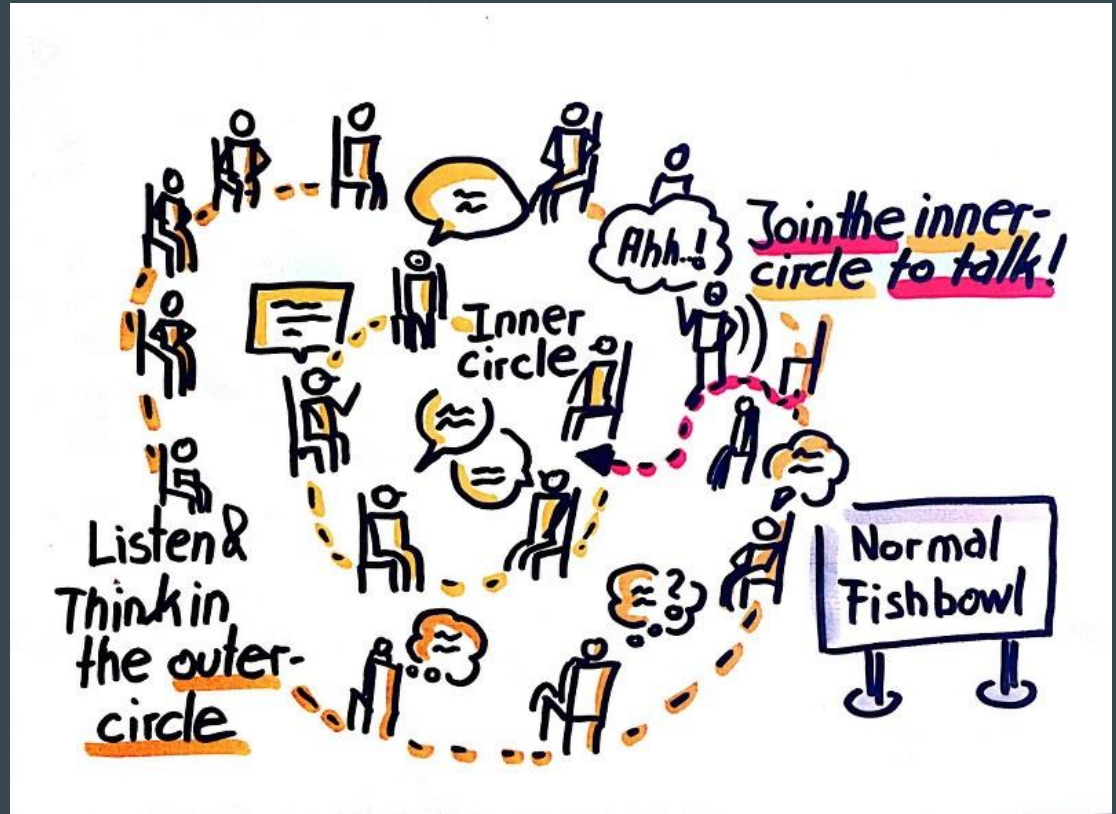


Why circles?

- ❑ Equality
- ❑ Safety and trust
- ❑ Responsibility
- ❑ Reminds you to facilitate
- ❑ Builds connection
- ❑ Ownership

Types of Circles

- ❑ Sequential go-around
- ❑ Non-sequential
- ❑ Fishbowl



Circles Examples

- ❑ Check in Circle
- ❑ Course content circle
- ❑ Non-sequential circle

Everyday Situations for Circles

Students	Staff	Community
academics	team/staff building	Getting parents involved
Field trips	Group projects	Neighborhood relationships
Norm setting	Standardized tests	Relationships with police
Students not getting along	Problem solving	truancy

Circle Planning Activity

Objective: Leave with a circle scenario you can take and implement back at your school.

- ❑ Grab your “Circle Planning Template”
- ❑ Select a topic posted around the room you would like to plan circles around
- ❑ Divide into groups of 7 or less, if necessary
- ❑ Find a table
- ❑ Identify a facilitator

Circle Planning Activity

- ❑ Facilitator will guide the group in choosing 1 specific scenario for the selected topic
- ❑ After the scenario is selected, the group will have a non-sequential circle discussion:
 - ❑ How would you use circles to address the scenario?
 - ❑ What questions would you ask to address the issue?
 - ❑ What kind of circle would you use?
- ❑ Note the questions and type of circle on the planning document.



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Evidence of Restorative Practices and its impact

- ❑ Student climate survey
- ❑ Student voice
 - ❑ Asking “In the last two weeks, has anyone told you have your behavior impacted them?”
- ❑ Observation
 - ❑ Restorative language is evident
 - ❑ Asking “in the last 2 weeks, have you had a proactive circle?”
- ❑ Circle exit tickets
- ❑ Attendance
- ❑ Changes in discipline practices
- ❑ Office discipline referrals (especially repeat offenders)
 - ❑ Track the use of Restorative Practices as a response to problem behavior

Workshop Evaluation

<https://goo.gl/forms/wj5gspuQO67q1I022>

Closing Circle

1. Jot your answers down on a post-it.
 - a. One word that describes your experience today.
 - b. One idea from today that will immediately impact your work.
2. Have 2 sequential circles at your table answering each prompt separately.
3. Leave your post-it at your table.

THANK YOU!

Contact Information

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